



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 30Q204
School Name: IS204, THE HOLMES SCHOOL
Principal: YVONNE LEIMSIDER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Grades 6-8 School Number (DBN): 30Q204
School Type: MIDDLE SCHOOL Grades Served: 6-8
School Address: 36-41 28th Street, Long Island City, NY. 11106
Phone Number: 718-937-1463 Fax: 718-937-7964
School Contact Person: YVONNE LEIMSIDER Email Address: YLEIMSI@SCHOOLS.NYC.GOV
Principal: YVONNE LEIMSIDER
UFT Chapter Leader: A. GOLDBERG
Parents' Association President: J. ADAMS
SLT Chairperson: T. CARROLL
Student Representative(s): N/A

District Information

District: 30 Superintendent: DR. PHIL COMPOSTO
Superintendent's Office Address: 28-11 Queens Plaza North, Room 518, Long Island City, NY 11101
Superintendent's Email Address: pcompos@schools.nyc.gov
Phone Number: 718-391-8323 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: MR. GROLL
Network Number: 410 Network Leader: MR. SALFARLIE

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Y. LEIMSIDER	*Principal or Designee	
A.GOLDBERG	*UFT Chapter Leader or Designee	
J. ADAMS	*PA/PTA President or Designated Co-President	
R. CONWAY	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
T. CARROLL	Member/CFA/CHAIRPERSON	
B. MOSES	Member/TEACHER	
R. ISLAM	Member/PARENT	
S. ACOSTA	Member/ PARENT	
N. ZAMBRANO	Member/PARENT	
R.HUSAN	Member/ PARENT	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Context

IS204 is situated in Long Island City in Queens with a population of 596. The ethnic makeup includes 300 Hispanic, 115 Black, 129 Asian, 44 white, 1 multiracial and 4 Amer. Indian or Alaskan Native students attending the school this year. Of this student population there are 83 ELL and 74 SWD students as well we have 89% of our students that are eligible for free lunch.

School Strengths, Accomplishments and Challenges

We have a cohesive school community where 90% parents are satisfied with the education that their child has received and 76% of students feel safe in the hallways, bathrooms and cafeteria 90% teachers agree or strongly agree that this school has clear measure of progress for student achievement throughout the year.

We work to help for students to expand their knowledge about energy conservation, while reducing the use of energy in their daily lives and exploring alternative, greener resources. We encourage students to understand issues regarding sustainability and how their actions directly impact the biodiversity and well-being of our planet. We have provided a magnet-based challenging academic curriculum. This has enhanced by our partnerships that include the Intrepid Museum, 'Seeds to Trees', 'Eco-Schools', 'Urban Advantage', 'Solar One', 'Recycle-a- Bicycle' and the 'Community Environmental Center'.

IS204 is an iLearn NYC school which provides personalized instruction, expanded opportunities, and increased flexibility in classrooms. Parents have expressed an appreciation for the sense of community these innovations have generated.

Our students participate in the arts through varied sources, both internal and external. They have enjoyed both cultural and hands on activities during the school day and in after school programs. We are very proud of the integration of the arts throughout our interdisciplinary core curriculum.

Growth

19.8% Grade 6-8 students met state standards in NYSELA 2014 and 24.7% in NYS Math. 89% is the average pass rate for courses in math, English, social studies and science, compared to a City Average of 91% and District Average of 96%. 87% of former 8th graders at IS204, earn enough high school credit in 9th grade to be on track for high school graduation (City Average is 88% and District Average is 91%). We are 'Meeting Target' on our Student Achievement outcomes in 2013-14, and we are 'Meeting Target' for 'Closing the Achievement Gap'. This measurement shows the degree to which the school is helping high-need students, such as ELL and SWD students succeed.

Focus

In 2014-15 our goals are designed to continue the upward trajectory of achievement for ALL students & particularly our student sub-groups. As well we are focused on deepening rigor in planning & instruction to ensure every student makes progress. Finally we want to continue to strengthen school family partnerships to support a vibrant culture and success for all.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

NYSELA 2014

19.8% ALL students achieved proficiency levels 3 and 4 or 132 students, an increase by 10 students from previous year
1.4% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 1 student of 72
1.7% of SWD students achieved proficiency levels 3 and 4, or 2 students of 117
Black and Hispanic Males 46.2% to 55.8% and 'Meeting Target' IN LOWEST THIRD CITYWIDE

State ELA Exam Percentage Proficient Students by Grade:

6th Grade 21.8%
7th Grade 21.7%
8th Grade 28.6%

NYS MATH 2014

24.7% ALL students achieved proficiency levels 3 and 4 or 167 students, an increase by 1 student from previous year
7.5% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 6 student of 80
3.4% of SWD students achieved proficiency levels 3 and 4, or 4 students of 117
Black and Hispanic Males 43.7% to 55.0% and 'Meeting Target' IN LOWEST THIRD CITYWIDE

State MATH Exam Percentage Proficient Students by Grade:

6th Grade 16.4%
7th Grade 22.6%
8th Grade 17.7%

NYS SCIENCE '14 Grade 8 students achieved proficiency levels 3 and 4 was 49.4%

NYSESLAT SPRING 2014 - 15.84% ELL students tested out as Proficient

Our School Survey:

72% teachers 'agree' or 'strongly agree' *that school leaders provided me with content support in my subject area*
56% teachers 'agree' or 'strongly agree' *that I have sufficient materials, equipment, and technology to teach my class(es)*
71% teachers 'agree' or 'strongly agree' *principal makes clear to the staff her expectations for meeting instructional goals.*

QR 2010-11:

1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State Standards. (Proficient)

Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products.

(Proficient)

2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level. (Proficient)

This an essential goal to allow us to build on the improvements in achievement of proficiency levels this year in the NYS test results for ALL students, including our subgroups through RIGOROUS INSTRUCTION.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 1: All Teachers will use assessment information to monitor student progress, adjust teaching strategies, deepen rigor and improve student learning outcomes as evidenced by the NYS Tests 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> - Conduct PD on questioning using the Danielson 3b and 3d Indicators to construct questions that require critical thinking & text evidence in answering questions & during discussion; - Have interclass visitations focused around professional goals to support teacher practice, especially our Danielson focus on Domain 3b & 3d. 	All teachers	September 2014 to June 2015	Administration , Lead teachers
<ul style="list-style-type: none"> - Collaborate on teams to conduct <i>Lesson Study</i> protocol to improve the effectiveness of a lesson planning; - Pilot a <i>Discussion Rubric</i> in ELA to help teachers track the nature & level of student participation during class or small group discussions; - Develop strategies to foster improvements against the Danielson 3b Rubric such as ‘chalk talk’ ‘Class DOJO app. selecting a random student’, ‘turn & talk’, ‘stop & jot’, ‘think/pair/share’, ‘wait time’, ‘extending the question’ and ‘redirecting the talking point to a number of students (rather than just the ones with their hands up), to engage all students in discussions; - Undertake professional discussions around the concept of <i>Flexible Grouping</i> that allows teachers to use this organizational structure when making grouping decisions based on the current learning needs & to facilitate differentiation & guided instruction. 	All teachers	September 2014 to June 2015	Administration, Lead teachers
<ul style="list-style-type: none"> - Use Engage NY, Expeditionary Learning, Magnet Units, and CMP3 as starting points for CCLS aligned instruction; - Teacher teams create, revise and refine units and lessons; - Focus on 3b, 3c, and 3d to promote engagement in higher order thinking as a focus for our professional development this year; - Use differentiated pathways & entry points to promote higher order thinking among students who previously did not have access to this level of thinking in support of ELLs, SWDs, struggling & advanced student learning needs; - Plan a rigorous curriculum by using a <i>Lesson Study Protocol</i>; - Conduct PD to integrate <i>Tiered Tasks</i> to help plan different entry points and guide the lesson. 	All teachers	Monthly September 2014 to June 2015	Administration, Lead teachers

<ul style="list-style-type: none"> - Ensure alignment with CCLS & instructional shifts to promote higher order thinking; - Review student work samples to critically examine the rigor of our instruction & to pinpoint areas where higher order thinking can be included into instruction & tasks; - Use Depth of Knowledge (DOK) as a descriptive tool & teachers have been presented with the model & teacher teams have tried out ways it might be used in planning to ensure the standard of the work involves ALL 4 levels that help identify the complexity, as appropriate, to the lesson, of the cognitive demand of what is being asked of students. 	All teachers	September 2014 to June 2015	Administration , Lead teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Master Schedule programming to allow up to periods a week of common planning for all teachers;
- Network staff to provide professional development;
- Curricula resources;
- Additional texts for instruction in classes;
- Earmark Title 3 ESL class running from November through May 4 mornings a week;
- Allocate per session funding for 5 week after school tutorial to support students in Mathematics & ELA for entry into the Specialized High Schools;
- Per session funding for additional team planning;
- Funding for parent outreach and curricula workshops;
- Conduct Saturday Academy to target specific students who would benefit from additional instruction in Mathematics & ELA January through April.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								

Part 6 – Progress Monitoring

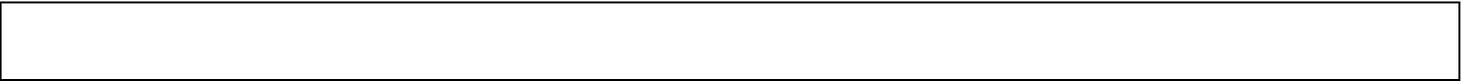
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Administration share in weekly cabinet meetings their participation in, and their observations, of teacher team planning;
- Leader teachers monitor progress made toward the completion of Planning Meeting Agendas and collaborate with teacher teams to set the next steps;
- Progress toward completion of work on units of study, lesson series and lessons that will exhibit CCLS alignment, academic rigor, tiered tasks and multiple entry points for the variety of learners ;
- Improved school performance in ELA, especially for our subgroups;
- Improved school performance in Math, especially for our subgroups;
- Improved school performance in Science, especially for our subgroups;
- Increased attendance at school held workshops on curricula and other family and parent programs.

Part 6b. Complete in **February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

2013-14 Data:

In terms of Student Progress Rating IS204 is 19.5 to 47.7 and ‘Approaching Target’
 In terms of Student Achievement Rating IS204 is 49.5 to 73.0 and ‘Meeting Target’
 In terms of School Environment Rating IS204 is 22.1 to 46.4 and “Approaching Target’
 In terms of Closing the Achievement Gap IS204 is 38.1 to 60.2 and ‘Meeting Target’
 35 Suspensions from September to December 2014

Our School Survey:

- 49% parents took the survey (54% city average)
- 93% teachers took the survey (83% city average)
- 96% students took the survey (83% city average)
- 89% parents ‘agree’ or strongly agree’ *that they are satisfied with the education my child has received this year*
- 94% parents ‘agree’ or strongly agree’ *my child’s school gives my child meaningful assignments that help him or her learn*
- 62% teachers ‘agree’ or strongly agree’ *that the principal at my school communicates a clear vision for our school*
- 61% teachers ‘agree’ or strongly agree’ *that my school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level*
- 92% students ‘agree’ or strongly agree’ *that most of the teaching staff at my school help me approach challenges by suggesting new strategies that I can use*
- 57% students ‘agree’ or strongly agree’ *the teaching staff at my school make me excited about learning.*

QR 2010-11:

- 1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults. (Proficient)
- 3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community. (Proficient)

Therefore our goal is for a continued focus on the maintenance of a SUPPORTIVE ENVIRONMENT this year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 2: By the end of June 2015 there will be a 10% reduction in our student suspensions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact 			

<ul style="list-style-type: none"> change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> - PBIS Team meets weekly; - School based Support Team and PPT to support all students (SWD, ELL, & at-risk), staff, and parents; - School Wellness Council (athletic coaches) meets monthly to plan and schedule athletic events that take place at I.S. 204; - School Safety Team/BRT meets monthly; - School Leadership Team meets monthly. 	School Community	September 2014 to June 2015	Administration Team members
<ul style="list-style-type: none"> - Utilization of lead teachers in each department to visit classrooms, provide mentorship, and actionable feedback; - Inter-visitation is currently being implemented between colleagues & is based on the observation feedback; - Our instructional cabinet (principal, 3 assistant principals, 4 lead teachers) meets weekly as an INQUIRY TEAM to strategize and analyze school data; - Teacher teams meet weekly to share best practices, meet with parents, perform inquiry work, and plan to better serve the needs of their students. 	All Teachers	September 2014 to June 2015	Administration
<ul style="list-style-type: none"> - Student Government meets weekly; - Zone 126, HANAC, and City Year provide support services for students and parents of the school community; - ARISTA, Junior Honor's Society, meets weekly - Parental Involvement ie-weekly meetings, athletic events, ESL classes, awards ceremonies, & other special events; - Student Clubs ie-Yearbook, Mouse Squad (Technology), Book Club, Literacy Club, Student Government - Comprehensive Before & After School Athletic Program (Soccer, Basketball, Flag Football, Baseball, Track & Field, Lacrosse, Rugby, Volleyball, Tennis, & Fitness Club); - After-School Literacy Club; - Use of technology throughout the building ie-Achieve 3000, Engrade Class Dojo APP, laptops used in all classroom, tablets, & SMART Boards in every classroom. 	School Community	September 2014 to June 2015	Administration Team members
<ul style="list-style-type: none"> - We have a clear pathway for decision making that is empowering for all members of the school community & these allow us to set responsibility for outcomes equally throughout the school community; - Expectations are set at (or beyond) grade level CCLS & we strive to optimize outcomes for all our students in order to achieve these standards. 	School Community	September 2014 to June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Communication of specific schedule of events to appropriate sectors of school community;
- Scheduling for staffing support for extra curricula school activities
- Equipment to support the clubs and/or activities e.g. sporting activities, texts for literacy club
- Materials to provide support for the running of teams (SLT, Safety Team, PBIS etc)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:									
3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.									
4. Specify a timeframe for mid-point progress monitoring activities.									
<ul style="list-style-type: none"> - Participation by team members – agendas, attendance an minutes - Increased engagement at school – comparative analysis of suspension rates from 2013-14 - Reduction in demand for School Guidance Counselors as per her records - School Survey 2014-15 									
Part 6b. Complete in February 2015.									
- Did the school meet the mid-point benchmark(s) in the timeframe specified?							Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?									

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

NYSELA 2014:

19.8% ALL students achieved proficiency levels 3 and 4 or 132 students, an increase by 10 students from previous year
1.4% of ELL students, eligible to sit the test, achieved proficiency levels 3 and 4, or 1 student of 72
1.7% of SWD students achieved proficiency levels 3 and 4, or 2 students of 117
Black and Hispanic Males in Lowest Third Citywide 46.2% to 55.8% and are ‘Meeting Target’

State ELA Exam Percentage Proficient Students by Grade:

6th Grade 21.8%
7th Grade 21.7%
8th Grade 28.6%

NYS MATH 2014:

24.7% ALL students achieved proficiency levels 3 and 4 or 167 students, an increase by 1 student from previous year
7.5% of ELL students, eligible to sit the test, achieved proficiency levels, or 6 of 80 students;
3.4% of SWD students achieved proficiency levels 3 and 4, or 4 students of 117;
Black and Hispanic Males in Lowest Third Citywide 43.7% to 55.0% and ‘Meeting Target’ State MATH Exam
Percentage Proficient Students by Grade:

6th Grade 16.4%
7th Grade 22.6%
8th Grade 17.7%

2013-14 NYS SCIENCE 49.4% Grade 8 students achieved proficiency levels 3 and 4

School Survey 2013-14:

75% teachers ‘agree’ or ‘strongly agree’ *that school leaders provide time for collaboration among teachers;*
93% teachers ‘agree’ or ‘strongly agree’ *teachers in my school work together on teams to improve their instructional practice.*

QR 2010-11:

1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State Standards. (Proficient)
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. (Proficient)

Therefore this goal involves teachers in COLLABORATIVE planning to build on this upward trajectory by deepening rigor in planning and instruction to ensure every student makes progress.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 3: By June 2015 we will improve our NYS Tests by 10 students in ELA, 15 students in Mathematics and 5% in Science by strengthening instruction through intensive grade and subject collaboration.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> - Administration and lead teachers support and guide teacher teams, to tailor instruction for specific performance indicators and to promote lesson study processes and the inclusion of include tiered tasks and multiple entry points 	Teacher teams	September 2014 to June 2015	Administration lead teachers
<ul style="list-style-type: none"> - Grade teams work together to refine the integrated units, lesson and lesson series to include challenging thinking questions, projects and discussion points to engage students. - Administration and lead teachers provide guidance to assist teacher teams to examine the initial student assessment data by grade, by class, and by student. 	Teacher teams	September 2014 to June 2015	Administration lead teachers
Looking at students' work to: <ul style="list-style-type: none"> ▪ Norm teacher teams in their assessment of specific aspects of the work based on CCLS aligned rubrics and assessments; ▪ Allow grade teams to monitor achievement of high standards of the work across the grade; ▪ Develop workable multiple entry points to create workable scaffolding to achieve desired instructional outcomes. 	Teacher teams	September 2014 to June 2015	Administration lead teachers
<ul style="list-style-type: none"> - Teacher teams track assessments to monitor student outcomes and to particularly discuss the outcomes of ELLs and SWDs, struggling and advanced students to ensure multiple entry point questions and activities that challenge student thinking at their specific level and especially help students provide evidence for their thinking 	Teacher teams	September 2014 to June 2015	Administration lead teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> - Master Schedule programming to facilitate teacher teams to collaborate 1 confirmed period a week and 1 optional meeting period each week for planning - Administration, lead teachers and network staff provide professional development - Funding for resources for units of study - Additional nonfiction leveled texts - Funding for parent outreach and curricula workshops

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

6. Specify a timeframe for mid-point progress monitoring activities.

- As a result of our structures and planning, we will have established coherence across grades and subjects as we promote college and career readiness and routinely require all students to demonstrate their thinking;
- Progress toward completion of work on units of study, lesson series and lessons that will exhibit CCLS alignment, academic rigor, tiered tasks and multiple entry points for the variety of learners ;
- Administration tracking of progress of the Danielson Observations around Domain 3 that reveals instructional growth
- Monitoring in school and standardized assessment data (units & mid unit tests, writing assignments, unit tasks midline tests
- Improvement of NYS Test outcomes for students at IS204

Part 6b. Complete in **February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Analysis of the Danielson Observation Data 2013-14 revealed weakness in Domain 3:

3b with 46% Effective & 35% Developing (Questioning & Discussion)

3d with 68% Effective & 9% Developing (Using Assessment in Instruction)

3c with 47% Ineffective & 33% Developing (Engaging Students in Learning)

State ELA Exam Percentage Proficient Students by Grade:

6th Grade 21.8%

7th Grade 21.7%

8th Grade 28.6%

State MATH Exam Percentage Proficient Students by Grade:

6th Grade 16.4%

7th Grade 22.6%

8th Grade 17.7%

NYS SCIENCE ‘14

49.4% Grade 8 students achieved proficiency levels 3 and 4

Overall Data for 2013-14:

In terms of Student Progress Rating IS204 is 19.5 to 47.7 and ‘Approaching Target’

In terms of Student Achievement Rating IS204 is 49.5 to 73.0 and ‘Meeting Target’

In terms of School Environment Rating IS204 is 22.1 to 46.4 and ‘Approaching Target’

In terms of Closing the Achievement Gap IS204 is 38.1 to 60.2 and ‘Meeting Target’

School Survey 2013-14:

81% teachers ‘agree’ or ‘strongly agree’ *that overall, my professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated;*

72% teachers ‘agree’ or ‘strongly agree’ *the leadership of my school has provided me with content support in my subject area*

QR 2010-11:

1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State Standards (Proficient)

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products (Proficient)

4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, and a special focus on new teachers. (Well Developed)

5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school. (Proficient)

Our goal is designed to strengthen teacher practice in all 8 approved Danielson Framework for Teaching components and to ensure every student makes progress in 2014-15.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 4: By June 2015 there will be 10% improvement in the percentage of MOTPL Ratings, moving from ‘Developing’ to ‘Effective’ or Highly Effective’ in Domain 3 of the 2013-14 Danielson Framework for Teaching, as a result of our school-wide professional development.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> - Professional Development workshops based on identified teacher learning needs; - Based on Observation Advance data trends from 2013-2014 plan and conduct components of Domain 3 (3a, 3b, 3d and 3c) for a major PD emphasis; - Based on identified aspects of the Danielson Framework individual teachers are provided with support to address individual professional learning needs. 	All teachers	September 2014 to June 2015	Instructional leaders All teachers
<ul style="list-style-type: none"> - Based on the Danielson Rubric each teacher receives immediate and actionable feedback from the (4-6) formal and informal observations; - This is a tool in the post-conference to assist each teacher to identify areas of success and areas for improvement 	All teachers	September 2014 to June 2015	Administration
<ul style="list-style-type: none"> - Professional support is provided, firstly via the feedback that is specific and evidence-based, selective (prioritizing 1-2 important practices to focus on), and with clear guidelines for action and follow up, also we provide guidance and /or coaching as required. 	All teachers	September 2014 to June 2015	Administration Lead Teachers
<ul style="list-style-type: none"> - Inform staff on the MOTP data to pinpoint areas of need across the school and to show progress against the goal at least two points in the school year. 	All teachers	September 2014 and May 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Master schedule for teacher planning for all teams and grades
- PD Schedule for whole school, teacher team
- Workshops designed for parent/families
- Observation schedule, 1:1 actionable feedback and MOTPL upload
- Professional texts to support Danielson Teaching Framework, particularly Domain 3)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

- Record of professional support provided for teachers
- PD agenda and attendance records
- Danielson Framework for Teaching Observations
- Danielson Observation Data (MOTPL) on Domain 3
- Ongoing review of assessment data
- Available student assessment data available for review special needs students
- Monthly cabinet meeting agendas & minutes

Part 6b. Complete in **February 2015**.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Overall Data for 2013-14:

In terms of Student Progress Rating IS204 is 19.5 to 47.7 and ‘Approaching Target’
 In terms of Student Achievement Rating IS204 is 49.5 to 73.0 and ‘Meeting Target’
 In terms of School Environment Rating IS204 is 22.1 to 46.4 and “Approaching Target’
 In terms of Closing the Achievement Gap IS204 is 38.1 to 60.2 and ‘Meeting Target’

In 2013-14 parent workshops are held monthly though the rate of attendance is generally low
 There have been 35 suspensions between September to December 2014

School Survey 2013-14:

55% parents agree that my child’s school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways, and 39% ‘strongly agree’;
 52% parents agree that my child’s school keeps me informed about my child’s academic progress, and 42% ‘strongly agree’.

QR 2010-11:

- 2.4 Engage in an open exchange of information with students and families regarding students learning needs and outcomes (Developing)
- 3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community. (Proficient)
- 3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community. (Proficient)

Therefore a continued focus on improving family and community outreach to enrich the civic life of IS2014 is vital.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 5: By June 2015 there will be 10% improved attendance at school sponsored workshops, as a result of our efforts to deepen the partnerships with families and community organizations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, 			

<ul style="list-style-type: none"> English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Parent coordinator conducts weekly meetings on topics of concern to parents around High School Application process, curricula and common core standards and issues of health and safety 	Families or guardian	September 2014 to June 2015	Parent Coordinator Principal
<ul style="list-style-type: none"> Meet the Teacher night will be held in September with translation services available as required; Two scheduled Parent Teacher sessions (afternoon through to 8pm) will be widely promoted to maximize participation. The Report Cards are then given out along with opportunities to discuss progress of their child; 4 times a year Awards Nights are held to promote success and invite parental participation. 	Families or guardian	September 2014 to June 2015	Principal Assistant principal All teachers, School Guidance Parent Coordinator
<ul style="list-style-type: none"> Monthly Newsletters that promote communication and highlight events at the school; <i>Engrade</i> and <i>Class Dojo</i> to allow parents to monitor progress of their child(ren) whereby parents are given their own password and ID to allow access; Principal's open door policy; Principal, assistant principals, 2 School Guidance Counselors and teachers communicate with parents on a range of issues affecting student performance at school, as requested and/or required. 	Families or guardian	September 2014 to June 2015	Parent Coordinator Principal Assistant principal All teachers, School Guidance Counselors SAPIS Worker
<ul style="list-style-type: none"> Outreach organizations, including City Year, Urban Advantage, Intrepid, etc activities are planned, scheduled and communicated across the school community. 	Whole school community	September 2014 to June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Funding allocated for Parent Coordinator and his activities, including workshops; Monthly calendar of events is sent home & monthly Principal letter; Engrade online program and Class Dojo; Global connect - Phone message system; Parent Conferences advertised with Flyer advertise school events; Scheduling and information home in regard to inschool and out of school activities through community organizations and city agencies.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>10. Specify a timeframe for mid-point progress monitoring activities.</p>

- SLT Meetings – **Agendas and minutes;**
- Parent Coordinator distributes information translated into Spanish – **Records;**
- Regular monthly PTA meetings with presentations on aspects of the curricular – **agenda and attendance;**
- Open House providing specific information, showcasing student work and achievements, and answering questions to help parents provide support at home – **Attendance;**
- Progress Reports and regular Parent/Teacher Conferences – **Attendance;**
- Parent/teacher interview as required – **Records;**
- Back to School Night in October for parents to meet their teachers – **Agenda and Attendance**

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Assessed based on NYS ELA & Math	Online reading comprehension Pull Out Extended Day	Whole class computer based instruction Small group Small group	During the school day 3 days after school
Mathematics	Assessed based on NYS ELA & Math	Pull out, Extended Day	Small group	During the school day 3 days after school
Science	Based on class assessment data, family request	Pull out	Small group	During the school day
Social Studies	Based on class assessment data, family request	Pull out	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Staff, student, family request	Pull out Counseling Vocational Counseling Mediation	One-to-one Small group	Scheduled As needed

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- Informed teachers at whole school, team meetings and individually, as appropriate and required
- Appreciation luncheons for teachers and staff are offered before the holiday period to support staff morale
- Access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve high level of professionalism
- Fulfillment and professional satisfaction that is achieved through the team structure of the school whereby teachers collaborate to share & to collaboratively plan to support one another in implementing new curricula.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Monthly Faculty Conference working with Danielson Framework for Teaching and receiving support to meet the Citywide Instructional Requirements in ELA/Literacy, Mathematics & Special Education
- New teachers are mentored by the ELA, Math, Science or Social Studies Lead Teachers
- PD Program involves both whole school , grade subject and individual teachers (differentiated according to support professional learning needs, specifically in terms of aspects of the common core and Danielson Framework for Teaching)
- Weekly Inquiry meeting by discipline: developing inquiry question using Danielson Framework and CCLS aligned assessment as starting point for ongoing research
- Weekly grade meeting by discipline for planning instruction based on CCLS and particularly to devise multiple entry points to support our struggling &/or ELL students & those students with an IEP.
- One-to-one meeting between supervisor and individual teacher, following observation based on the Danielson Rubric 2013, as necessary

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular

classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Administration and lead teachers provide guidance to assist teacher teams to examine the initial student assessment data by grade, by class, and by student , we use the mid unit and end of unit assessments in ELA & Mathematics, and CCLS aligned Science and Social Studies Curricula as we;; as City Fall and Spring Benchmarks and iReady Diagnostics x 3

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$365,716	x	Goal 1:p.8,9,10 Goal 2: p. 12, 13, 14 Goal 3: p.15, 16, 17 Goal 4: p.18, 19, 20 Goal 5: p.21, 22, 23
Title I School Improvement 1003(a)	Federal	n/a	X	
Title I Priority and Focus School Improvement Funds	Federal	n/a	X	

Title II, Part A	Federal	n/a	X	
Title III, Part A	Federal	\$11,200	X	Goal 1: p.8,9,10 Goal 2: p.12, 13, 14 Goal 3: p.15, 16, 17 Goal 4: p.18, 19, 20 Goal 5: p.21, 22, 23
Title III, Immigrant	Federal	n/a	X	
Tax Levy (FSF)	Local	\$3,332,198	X	Goal 1: p.8,9,10 Goal 2: p.12, 13, 14 Goal 3: p.15, 16, 17 Goal 4: p.18, 19, 20 Goal 5: p.21, 22, 23

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) for 30Q204

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **IS204, THE HOLMES SCHOOL** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **IS204, THE HOLMES SCHOOL** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) for 30Q204

IS204, THE HOLMES SCHOOL in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: IS 204	DBN: 30Q204
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The English Language Learner morning class provides ESL services to ELLs from 7:15 to 8:00 a.m. four mornings a week beginning in November and running through May for a total of 23 weeks for a total of 92 sessions of 45 minutes each. The two classes target long term English Language Learners as well as SIFE students. The instruction is provided by two licensed ESL teachers (one of the licensed ESL teachers is dually certified in English Language Arts. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Using ELA content specific workbooks (ie. inferencing skills, identifying main idea, etc.) the teachers create small groups of students whose needs in ELA and ESL are similar and provides instruction based upon the skill. The morning program is designed to hold up to 20 at risk students from across all grade levels. The assessment tools being used are Achieve 3000, the NYCDOE ELA MOSL and Math Baseline Assessment as well as teacher created assessments and daily low inferencing tools.

A rich program of after-school activities take place three days a week (Tuesday - Thursday). These services are provided by the CBO City Year Program and Beacon Literacy Program. These programs range from academically oriented to sports oriented. ELL's are encouraged to participate at all levels and many take advantage of these programs.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: To assist the title III teacher's with monitoring the progress of the students in the title III program, the Title III teachers meeth with the AP to look at student data and plan for the instruction of their ELL's, which includes differentiation, grouping, writing interventions for ELL's and NYSESLAT Test Preparation. Additionally, teachers use common planning (once a week) built into their

Part C: Professional Development

programs to share best practices and to plan collaboratively.

Teachers participate weekly in lesson studies to improve their pedagogy and to differentiate their instruction to meet the various needs of all English Language Learners. These professional development workshops take place every Monday afternoon for 50 minutes and have been ongoing since the first week of the school year. These professional development sessions will continue until the end of the school.

Every Title III service provider attends weekly common grade meetings (40 minutes in length) where the teachers have the opportunity to discuss student progress, strengths and areas for improvement. The Title III teachers are then able to use this information to target and adjust their instruction during the morning program.

Additional professional development workshops are conducted Monday afternoons by the lead teachers (content certified: ELA, Math, Social Studies and Science) through the school year. Topics include but are not limited to, Translanguaging, the ESL Classroom, Building Academic Vocabulary for English Language Learners, Cooperative Learning Classrooms, Setting Student Goals and Differentiating Instruction to reach all ELL's. All teachers including the Title III service providers attend these professional development workshops. Each session is 50 minutes in length.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

1. The parent coordinator conducts weekly meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any suggestions as soon as possible.

2. The ESL coordinator conducts parent workshops for ELL parents regarding standards based instructional activities.

3. Translators are provided at all meetings to help parents in their native language.

4. Parents are notified through backpacked flyers, monthly calendars and the school phone message system.

5. ESL classes are offered to parents during the day through ZONE 126 (a parent outreach CBO) and at

Part D: Parental Engagement Activities

night through the after school BEACON program.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 30	Borough Queens	School Number 204
School Name Oliver Wendell Holmes		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Yvonne Leimsider	Assistant Principal Amanda Lazerson
Coach type here	Coach type here
ESL Teacher Sophia Nikolidakis	Guidance Counselor Tina Lambos
Teacher/Subject Area Kaitlin Regan	Parent type here
Teacher/Subject Area type here	Parent Coordinator Julio Rosario
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	710	Total number of ELLs	86	ELLs as share of total student population (%)	12.11%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							2	2	2					6
Discrete ESL class							3	3	3					9
Total	0	0	0	0	0	0	5	5	5	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	28
SIFE	4	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	39

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	36	4	10	11	0	7	39	0	11	86

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	36	4	10	11	0	7	39	0	11	86
Number of ELLs who have an alternate placement paraprofessional: <u>5</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
_____														0
Arabic														0
_____														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
_____																			0	0
SELECT ONE																			0	0
_____																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
_____									0	0	
SELECT ONE									0	0	
_____									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	16	17					48
Chinese									1					1
Russian														0
Bengali							8	4	5					17
Urdu							1	1	1					3
Arabic							3	4	5					12
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	27	26	29	0	0	0	0	82

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	11						13
Intermediate(I)							8	5						13
Advanced (A)							15	11						26
Total	0	0	0	0	0	0	25	27	0	0	0	0	0	52

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	21	7	1		29
7	14	13	1		28
8	15	3			18
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	20		11		1				32
7	22		7		1				30
8	18		2		1				21
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			54		135				189

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Data gathered through standardized exams, interim assessments, conferencing and other informal assessments demonstrates a need for ELL's on the area of reading and vocabulary comprehension. ELL students struggle expressing their ideas both orally and in writing. Students tend to answer literal questions and struggle to expand on questions that require critical thinking skills. Using this data the

ELA/ESL department has developed a curriculum using a balanced literacy approach to address these needs. Forty five percent of our ELL population is long term ELL's. To accommodate their needs with language acquisition they are placed in our early morning literacy program. Individual plans are created and implemented for all ELL's to ensure that students are on task and have mastered the targeted skill before proceeding to the next skill. In addition to their individual learning plans, the thirty six percent of our ELL students who are also classified as students with disabilities all stay in our after school program school four days a week to receive additional support in reading and mathematics.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Of the four students who were administered the Lab-R this school year, one tested proficient, two tested advanced, and one beginner. This information shows that the majority of students entering our school are at an advanced level. An analysis of the NYSESLAT scores show that Beginning level students who are in special education class score advanced or proficient in listening and speaking and beginning in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The state did not release the spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?96% of all ELL students scored a level 1 or 2 on the NYSELA exam. This is in part due to the increase in scale scores by the state. Unfortunately, our ELL population does not farewell on standardized tests taken in English. In mathematics 57% of all ELL students scored a level 2 on the NYS Math test. Unfortunately, our ELL population does not farewell on standardized tests taken in English. As a result we are focusing some of our inquiry work around performance of ELL students as well as asking for additional assistance from our network leaders. The ELL periodic assessment guides teacher trainings and instructional decisions. The data is analyzed by the ESL department at monthly common meetings and the results are used to appropriately group students, and provide targeted assistance. The periodic assessments are not extremely useful to assess true beginners. We understand that they are new to the country and therefore expect poor results on all modalities. Students who are performing at the intermediate or advanced levels are able to answer enough on the assessments to create a better picture for us because we can more readily see where they need assistance or intervention. From the NYSESLAT, NYS ELA exam and periodic assessments the school has determined that our ELL students struggle with reading and writing. In order to ensure that our ELL students become proficient readers and writers we focus on implementing strategies that address and incorporate innovative and interactive technological activities that address language acquisition, comprehension, content and learning style. From our baseline assessments and ACUITY our ELA/ESL teachers has determined that many of our ELL students have difficulty with inferencing, using context clues, spelling and grammar. Teachers are including strategies and activities to address these weaknesses. Native language is being supported in classroom instruction through content specific bilingual glossaries, bilingual glossaries and classroom buddies.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
All students' second language development is considered in instructional decisions when teacher meet regularly to plan instruction together, administer assessments as well as in ordering additional materials for the classroom. Teachers utilize technology, such as ipads to support students in their second language development. Achieve 3000 is used to help student gain proficiency in their home language as well as in English.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In September an analysis of the NYSESLAT scores is conducted to determine whether instructional strategies in place for ELL students resulted in student progress. Ongoing informal assessments are conducted by ESL and classroom teachers throughout the school year to track student progress.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When a new student enters into IS 204, the parent is given the Home Language Identification Survey (HLIS) as part of their registration packet. At that time, a licensed pedagogue trained in the intake process assists the parent in filling out the form. Translators are provided when necessary. After the parent fills out the HLIS, an interview is conducted by a trained pedagogue. Based on the results of the HLIS and the interview, the home language is entered into ATS by the pupil accounting secretary. If a language other than English is indicated as the home language the Revised Language Battery Assessment (Lab-R) is administered within the first 10 school days by a fully trained pedagogue and used as an initial assessment. This assessment is used to determine eligibility for ELL services. After administering the Lab-R, the test is hand scored by a fully trained pedagogue using the cut scores indicated on the Lab-R memorandum to determine the level of proficiency. These results are documented and kept on file at the school with the test papers being sent to the scan center. For any students whose home language has been identified as Spanish the Lab-R in Spanish is administered if necessary. For any students requiring ELL services, parent orientation and placement is done within the first ten school days of enrollment. In order to ensure that all of the appropriate new admits are tested the RLER is generated through ATS. This report identifies any new admit eligible for Lab-R administration.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. If a student is identified as eligible to receive ELL services as determined by the Lab-R, an invitation to the Parent Orientation meeting is sent home to the parents or guardians of these students. This Parent Orientation meeting is conducted by a fully trained licensed ESL teacher. Interpreters are made available during this meeting. During the orientation parents are instructed to sign in, take a parent orientation agenda, a parent survey/program selection form and a parent brochure. All of these documents are given to the parents in their native language. During the meeting, the Assistant Principal welcomes parents and provides an explanation of the purpose of the meeting. Information regarding the number of minutes of service required under CR 154 for students at the beginning, intermediate, and advanced level of proficiency is provided. Parents are also told that if their child continues to be eligible for services the following school year based on the results of the NYSESLAT exam, they will receive a Continuation of Services upon receipt of the test scores. Parents are informed that research shows ELL students who stay in one continuous program perform better academically than those who switch between programs. An explanation of federal funding under Title III and the availability of supplemental services. After all of the information is provided to the parents, the parents are given the opportunity to view the Parent Orientation video in their native language. After the video presentation, parents fill out the parent selection forms, trained ESL are made available to make sure that all forms are filled out correctly and are collected. Identification and placement are conducted within the first ten school days.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

To ensure that Parent Survey and Program selection forms are returned we make every attempt to reach out to those parents who have not returned the form. We do this through backpacked flyers, phone calls and registered letters if necessary. Outreach and makeup sessions are conducted by trained ESL pedagogues to ensure accurate completion and collection of the forms. During these makeup sessions all areas as indicated in question 2 are addressed. Ongoing parent orientation meetings are conducted as needed whenever new admits are identified as ELL students using the HLIS and parent interview.

To ensure that all entitlement letters (non-entitlement, continued entitlement and entitlement) are distributed, a licensed pedagogue first reviews the current NYSESLAT data to identify students that have scored proficient. All non-entitlement letters are generated and backpacked home with the students. Copies are kept on file at the school. Letters are generated for all students who have not tested out according to the NYSESLAT exam and are back packed home with the child. For any new admits into the school who receive the Lab-R and are identified as needing services are given the entitlement letter along with a phone call home to the parents/guardians to inform them of the child's placement.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once all parent selection forms are collected, the parental choice is documented in a checklist. This checklist is used to ensure that all forms have been collected and monitors program choices. This data is entered into the ELPC screen in ATS within 20 days. If a single grade or two continuous grades are found to have 15 or more students that chose a TBE program in a particular language, then a bilingual class is formed.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To ensure that all ELL students receive the NYSESLAT annually, the Assistant Principal prints out the RLER report from ATS to verify which students are eligible to take the NYSESLAT exam. The assistant principal creates a testing schedule with the ESL coordinator to ensure that every eligible ELL student is administered all four components of the NYSESLAT. A checklist is created and maintained to make sure that all are tested in all four components.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
.For the past few years, we have noticed that the trend for our parents is to request an ESL program, which we currently have in grades 6-8. Currently and in the past, parents have overwhelmingly opt for a freestanding ESL class. While our parent surveys reflect the model of choice to be freestanding ESL, based on the Aspira Consent Decree, if there is a choice for TBE from 15 or more of our parents in one or two continuous grades in the same language then we will create a TBE program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. The organizational models used to deliver ESL instruction are departmentalized and emphasize a balanced literacy approach. A total of 86 ELL students are serviced in ESL. There are three certified ESL teachers who provide these services. We have three ESL classes, one on each grade level. For the seventh and eighth grade ESL classes there is a 15:1 student to teacher ratio. Students are grouped based upon their NYSELA test data. Both of these classes are taught by fully certified ESL pedagogues. All ESL classes differentiate and scaffold instruction based upon individual student need. A push in/pull out model of instruction in ESL is implemented for our special education classes. Heterogeneous grouping facilitates the push in/pull out model of instruction. Currently all classes in grades 6-8 have ELL students receiving mandated services.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

To ensure that the mandated number of instructional minutes is provided according to the students proficiency levels in our ESL program, for the 3 departmentalized ESL classes the students receive a minimum of 8 periods (1 period = 45 minutes) of ELA/ESL instruction provided by a licensed ESL pedagogue. In addition they also receive 4 periods of ESL instruction during a computer based literacy program, Achieve 3000, provided by a licensed ESL pedagogue. All of our special education ELL students who receive service through the push in/pull out model receives 5 periods of explicit ESL instruction a week. Our 6th and 7th grade special education students receive additional support in reading and writing through a computer based literacy program Achieve 3000, 4 periods a week. Bilingual materials such as glossaries, dictionaries and text are made available to students. Bilingual literature is part of the classroom library so that ELL students have access to text in the native language. These materials are embedded in daily ELA/ESL instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Teachers at IS 204 have positive attitudes toward having ELL students in their classes as evidenced by the time they dedicate to the planning for these students and integrating ESL methodologies in their classroom instruction. Together with the ELA teachers, all three ESL teachers meet during subject conferences, once a week. Additionally all three ESL teachers meet with the Assistant Principal overseeing ESL monthly. Effective ESL methodology and strategies are infused in content area instruction to enable ELL students to access prior knowledge, learn content material and communicate ideas. Visual aides, leveled books, culturally diverse materials and graphic organizers are used to infuse ESL strategies into content areas. Technology aides, such as the Interactive Activ board were added to classrooms to aid in instruction. Thematic units based on our Magnet grant and CCLS are a part of the curriculum planning developed during professional development sessions.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELL's are appropriately evaluated in native language we have trained pedagogues to provide translation services when needed. If we do not have someone to translate we arrange to have translation services provide the necessary language. Students assessments given throughout the school year are created by the teachers and translated into different languages with the help of staff members.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We administer the ELL periodic assessment twice a year. During specific times of the school year teachers administer teacher created benchmark assessments to track progress in all four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Four of our ELL students have been identified as SIFE. SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

ELL students in the US for less than three years are assessed in their English and Native language proficiency. When, they first arrive, they are tested with the Lab-R and at the end of the academic year, the NYSESLAT. Teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various assessment tools including Performance Assessments, Achieve 3000, running records and interim assessments. Based on assessment, students receive explicit instruction to develop their speaking, listening, reading and writing proficiency. Some of these strategies include but are not limited to, using clear and predictable talk, repeat and rephrase, simplify vocabulary and reduce the use of idioms, using vocabulary in context and modeling language patterns by expanding on student utterances.

ELL students in the US for four to six years receive instruction using various linguistic and scaffolding strategies. Some of these strategies include group discussions and writing from personal experience. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, conferences, Performance Assessments, Achieve 3000, running records, periodic assessments and NYSESLAT data. Literacy and language needs by modality are determined. Teachers meet during common planning to discuss specific instructional needs. Literacy is developed in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries and dictionaries.

ELL students in the US for more than six years receive instruction to build academic language with respect to their literacy needs. Teachers meet to discuss and plan to help guide instruction of the long term ELL's. These instructional strategies include but are not limited to using literary elements and genres in discussions, using content-related vocabulary in discussions, reading and writing and summarizing literature and content-area texts using a variety of comprehension strategies.

All students who achieve proficiency on the NYSESLAT receive testing accommodations for an additional 2 years.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

To meet the diverse needs of ELL-SWD within the least restrictive environment we provide all mandated services with a push in model. A fully licensed ESL teacher pushes into content area classrooms to provide the needed support for the students. Teachers are using the mandated curriculum Expeditionary Learning for ELA and CMP3 for mathematics, both of which are common core aligned. Both of these curriculums provide additional instructional supports and accommodations for ELL's and SWD's. Each of these curriculums have an emphasis on vocabulary development as well as writing across the contents.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ALL ELL-SWD's receive instruction through a push in or pull out model. A certified pedagogue pushes in/pulls out to work with the students to provide all necessary language instruction. The ESL providers works closely with the IEP teacher to ensure that they are working toward the students IEP goals within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

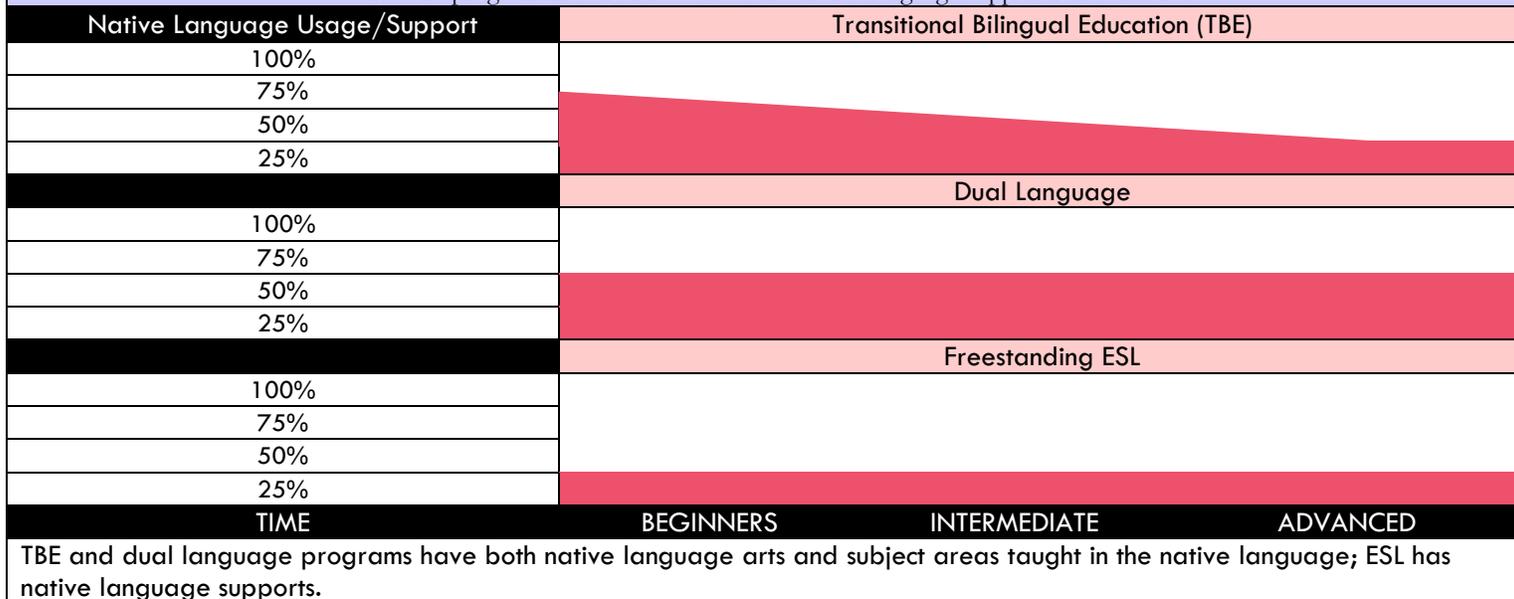
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Four of our ELL students have been identified as SIFE. SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.
- ELL students in the US for less than three years are assessed in their English and Native language proficiency. When, they first arrive, they are tested with the Lab-R and at the end of the academic year, the NYSESLAT. Teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various assessment tools including interim assessments. Based on assessment, students receive explicit instruction to develop their speaking, listening, reading and writing proficiency. Some of these strategies include but are not limited to, using clear and predictable talk, repeat and rephrase, simplify vocabulary and reduce the use of idioms, using vocabulary in context and modeling language patterns by expanding on student utterances.
- ELL students in the US for four to six years receive instruction using various linguistic and scaffolding strategies. Some of these strategies include group discussions and writing from personal experience. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, conferences, DRA, periodic assessments and NYSESLAT data. Literacy and language needs by modality are determined. Teachers meet during common planning to discuss specific instructional needs. Literacy is developed in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries and dictionaries.
- ELL students in the US for more than six years receive instruction to build academic language with respect to their literacy needs. Teachers meet to discuss and plan to help guide instruction of the long term ELL's. These instructional strategies include but are not limited to using literary elements and genres in discussions, using content-related vocabulary in discussions, reading and writing and summarizing literature and content-area texts using a variety of comprehension strategies.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In September an analysis of the NYSESLAT scores is conducted to determine whether instructional strategies in place for ELL students resulted in student progress. Ongoing informal assessments are conducted by ESL and classroom teachers (including formative and summative assessments in ELA, Math, Social Studies and Science) throughout the school year to track student progress. Data is reviewed on a weekly basis during team teacher meetings.
11. What new programs or improvements will be considered for the upcoming school year?
- We are currently implementing a new Common Core aligned ELA curriculum, as well as Common Core aligned mathematics curriculum. All ELL's receive instruction through the use of these curriculums. Achieve 3000 (a computer based literacy program) is being offered to all of our ELL students, 4 times a week. Additionally, ELL students receive small group instruction 3 periods a week.
12. What programs/services for ELLs will be discontinued and why?
- Currently all ESL programs are in place.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL Students are afforded equal access to all school programs. All ELL students receive the same cluster classes as all other students in the school. These classes include art, music, hygiene, computers and journalism. Based upon the information on their student lunch forms they may also receive Supplemental Educational Services (SES) through an outside provider. ELL students are also invited to participate in various enrichment programs. These programs provide ELL's with the opportunity to develop language speaking skills in a social setting and to explore other talents and interests. These include basketball, soccer, baseball, mouse squad, national junior honors society and recycling club.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- A variety of instructional resources are utilized during the school day. Bilingual dictionaries and glossaries are used to support native language instruction. Multicultural literature representative of the various cultures are used inside the classroom. Manipulatives and visual aids are used to scaffold instruction for ELL's. Every classroom is equipped with an interactive white board to aid in instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in our ESL program through independent reading. Students may chose books from the school library and their classroom libraries to read in their native language. Our students have the opportunity in social settings such as

lunch and physical education to speak in their native language. Additional support is given through the use of buddy learning partners as well as our paraprofessional who speak many of the same native languages as or ELL students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Services support and resources correspond to ELL's ages and grade levels. Classroom libraries are age and grade appropriated and leveled by literacy needs. Content pacing calendars and units correspond to other grade wide pacing calendars and units based on our Magnet theme and CCLS. Teachers scaffold instruction to promote academic language use.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
To assist newly enrolled ELL students before the beginning of the school year, we hold an orientation day. During this day, parents and students are invited to the school to meet the teachers and administration. Students take a tour of the building and learn about the programs we offer. During the summer months we offer a two week Magnet camp to all of our incoming sixth graders. Students who enroll in the camp are provided with the opportunity to meet other incoming sixth graders as well as develop their language skills in a social and more relaxed academic setting.
18. What language electives are offered to ELLs?
All of our students receive Spanish for one school year.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Contractual staff development hours and days are utilized to provide all staff with the necessary ELL professional development. Our teachers also participate in 6 half day professional development days throughout the school year. These workshops include but are not limited to Charlotte Danielson's "Framework for Teaching", Norman Webb's "Depth of Knowledge", and the Common Core Learning Standards. Often, teachers are sent to various professional development workshops offered by the Office of English Language Learners, which include Common Core Learning Standards in the Mathematics Classroom, and teaching ELL students with disabilities. These staff members then turn key to the rest of the staff.

Professional Development Calendar 2013-2014

September 2013: Planning time during professional development days before the opening of the school year.
Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Weekly Grade team meetings.

October 2013: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.
Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.
Weekly Grade team meetings.

November 2013: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.
Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.
Election day professional development: Danielson's Framework for Teaching.
Weekly Grade team meetings.

December 2013: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.
Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.
Weekly Grade team meetings.

January 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.
Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.
Weekly Grade team meetings.

February 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.
Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.
Weekly Grade team meetings.

March 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.
Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.
Weekly Grade team meetings.

April 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.
Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.
Weekly Grade team meetings.

May 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.
Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.
Weekly Grade team meetings.

June 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.
Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.
Weekly Grade team meetings.

Evaluation of ESL push in/pull out program

Setting program goals for the 2012-2013 school year

2/3. Our school assists incoming ELL students in the transition from elementary to middle school by opening our doors for an open house/orientation. Our school also invites elementary students to participate in a summer Magnet program. In order to support the ELL student's transition from middle school to high school, the guidance department offers High School open houses, interschool visitations,

information meetings, and small group counseling. Our guidance counselors receive outside training throughout the school year in order to assist ELL's as they transition.

4. New teachers are provided the mandated 7.5 hours of professional ELL development through our network support staff. The staff participates in outside professional development opportunities which are shared with the staff during weekly/monthly meetings. The ESL coordinator also conducts lunch and learns that specifically concentrate on training teachers to effectively differentiate for ESL students. Sign in sheets and agendas are kept to maintain records. All staff participates in ARIS Learn Learning Opportunities, an online professional development website. Teachers go online to view professional development tutorials. After each tutorial they must answer questions about what was viewed and try something from the video in their classroom. After they must follow up online commenting on how the professional development worked. The principal and assistant principals can view what each staff member has viewed and what they are currently working on.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. The parent coordinator of IS 204 conducts weekly parent workshops that target the needs of all students. These workshops include but are not limited to, the high school application process, ARIS Parent Link, CCLS, Special Education services, ELL services. Translation is available at every meeting. We conduct monthly Parent Teacher Association meetings. Notices and letters are translated to keep parents informed of school events and educational programs.

2. Through the Beacon Program our ELL parents/guardians can register in English classes at night.

3. Parent needs are determined through surveys, personal requests, PTA, SLT, meetings, phone calls and e-mails.

4. All activities are directed to meet the needs of the parents. Computer workshops enable parents to stay connected with their child's progress through ARIS. As well, our parents can obtain all school information through our school's website. Translation services are available at all activities through IS 204 staff members.

We also keep our parents informed by:

IS 204 website

Engrade

Telephone Messages

Back packed notices

Monthly Calendar

Monthly newsletter

Parent Coordinator webpage

PTA

SLT meetings

Telephone Message System

School Sign

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: IS 204

School DBN: 30Q204

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvonne Leimsider	Principal		1/1/01
Amanda Lazerson	Assistant Principal		1/1/01
Julio Rosario	Parent Coordinator		1/1/01
Sophia Nikolidakis	ESL Teacher		1/1/01
James Adams	Parent		1/1/01
Shana Baron	Teacher/Subject Area		1/1/01
Kaitlin Regan	Teacher/Subject Area		1/1/01
Maryanne O'Sullivan	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q204 School Name: IS 204

Cluster: 4 Network: 410

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The school uses several sources of data. We use ATS Home Language reports, feedback from parents and school anecdotal data. Our parent coordinator and guidance counselors are our point people for making arrangements for translations, parent workshops, parent information nights and award ceremonies. The Assistant Principal and ESL coordinator studied the home language report (RHLA) to determine the languages spoken by the families of the students. For new admits to the school, the pupil accounting secretary surveys the parent during registration to determine translation needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

It was determined that ten different languages are spoken by the students of IS 204 and their families. Fifty-six percent speak Spanish, twenty percent speak Bengali, fourteen percent speak Bengali and the remaining ten percent speak various languages such as Urdu and Chinese. It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents occur that require parents to come to school to discuss academic or disciplinary concerns. It was also determined that parents need translation of documents that get sent home via student backpacks.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

In house staff will translate written documents such as the monthly newsletter. Free web-based translation solutions are also used. Google translate services are used for written communication that is not critical information regarding student news. NYCDOE translation services will be utilized when documents are deemed critical or sensitive.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

2. In house staff translate oral person-to-person or phone conferences with parents on a regular basis.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. A link is provided on the school website for parents to access. A sign in each of the converted languages is posted in the main lobby. The school safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.